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# Research in Elementary Education in West Bengal

## *A Status cum Trend Report* 1992-1997

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## Acknowledgements

The Project could never have been initiated but for U.K.Habbu, the Project Manager, Ed.Cil's Technical Study Group who took active interest in taking up the valuable Project. I sincerely thank him for his initiative and encouragement throughout the life of this Project. Thanks are also due to Dr. Kalesh Kumar, Consultant, Research Evaluation and Studies Unit, Educational Consultants India Limited for the intellectual inputs provided by him during the course of the Project work.

I am also thankful to the authorities of National Council of Educational Research and Training for providing us with the 'presentation-format' of the project report developed by them.

I also wish to thank Professor Sujit Kumar Mukherjee of SCERT, West Bengal who worked untiringly as the Coordinator. Special mention of thanks also go to Prof. Falguni Chakraborty, and Nilay Mukhopadhyay for putting academic efforts towards producing this Report.

Mrs. Reba Chanda and Mr Basar Ali also worked sincerely as Research Associates of the project . I thank both of them for all the trouble they took during and after the field work.

Lastly, I thank all the teachers, scholars and heads of the institutions and departments without whose hearty cooperation, the project could never be completed.

I earnestly hope that the findings of the studies incorporated in the present volume will be of immense help to the curricula planners, teacher educators, educational administrators and all those who are interested in improving the access and quality of primary education.

Calcutta  
July 1998

Madhusudan Chatterjee  
Director,

State Council of Educational Research  
and Training, West Bengal





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A. List of Institutions / Departments Explored.

B. A Copy of structured questionnaire used for the project.

C. List of the Researchers and their dissertations / studies on elementary education not included in the main body of the report.

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1. In the initial phase a list of teachers training colleges, Social Science Research Institute, Bais and Universities located in the state of West Bengal was prepared. Further, as per suggestions made by the Technical Support Group of Educational Consultants India Ltd. the relevant departments in the Universities, viz. departments of education, sociology, economics, psychology etc were explored. Non-Government Organizations (NGO) working in the field of elementary education were also explored. The list of institutions and departments visited, have been appended with this report and marked with the letter 'A'.

2. In the second phase an open ended structured questionnaire were sent to every faculty member of the enlisted institutions and relevant departments in the Universities. The said questionnaire contained such open ended questions as:-

i Name of the Teacher/ Researcher.

ii Name of the University/Research Institute/College/NGO.

iii Office Address

iv Name of the Department/section/Cell etc.

v Subject/Discipline of the Teacher/Researcher.



## 1. Introduction

### Preliminary Statements

The present report is a part of the general project entitled '**Developing Status cum Trend Report on Research in Elementary Education in DPEP States by SCERT**'. It was under taken by Dr. Madhusudan chatterjee, Director, SCERT, West Bengal in response to the letter (vide no. 13(29) 96/DPEP dated october 3,1997) from Uday Kumar Habbu, Task Manager (DPEP) of the Technical Support Group, Educational Consultants India Limited (Ed CIL). The said letter specified the Terms of Reference (TOR) of the project as well as the principal objectives of the project. The objectives are mentioned below :

- A. To make a critical and disciplined investigation into the researches in elementary education in the state through review and synthesis.
- B. To delineate the gaps for further research in school education.
- C. To expose the SCERT to the status of research in elementary education in the state.
- D. To facilitate a deeper understanding of existing state of affairs; capacity building and institutionalisation of research process.

On the basis of the TOR of the general project Dr. Madhusudan Chatterjee took the responsibility of the Director of the present project for West Bengal and Prof. Sujit Kumar Mukharjee, SCERT, West Bengal acted as co-ordinator of the project. They were assisted by Smt. Reba Chanda and Md. Basar Ali in the capacity of Research Associates (RAs). The final Report of the Project has been laid out in the next few pages in accordance with the format followed by the National Council of Educational Research and Training (NCERT).

### Methodology :

In order to complete the project work, different methodologies were adopted in various phases of the work. Such methods followed step-wise are described below :

1. In the initial phase a list of teachers' training colleges, Social Science Research Institutions and Universities located in the state of West Bengal was prepared. Further, as per suggestions made by the Technical Support Group of Educational Consultants India Ltd. the relevant departments in the Universities, viz, departments of education, sociology, economics, psychology etc were explored. Non-Government Organizations (NGO) working in the field of elementary education were also spotted. The list of institutions and departments visited, have been appended with this report and marked with the letter 'A'.
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  - i Name of the Teacher/ Researcher.
  - ii Name of the University/Research Institute/College/NGO.
  - iii Office Address.
  - iv Name of the Department/Section/Cell etc.
  - v Subject/Discipline of the Teacher/Researcher.



- vi Number of Research Project in Elementary Education conducted / undertaken / supervised during the period 1992-97.
- vii Number of other Research Project conducted / undertaken / supervised during the period 1992-97.
- viii Title of the Research Project.
- ix Purpose.
- x Funding Agency.

A blank copy of the said questionnaire is also appended with this Report and marked with the letter 'B'

3. In the third phase of the work two advertisements were made respectively in vernacular local and National Daily. Through the advertisements the researchers working in the field of elementary education were invited to send copies of their research work in the address of Dr. Madhusudan Chatterjee, the Director, SCERT, West Bengal.
4. In the fourth phase, on the basis of initial information received from the scholars, the Research Associates were sent to them for contacting and collecting the relevant theses/papers etc in the format followed by the NCERT.

Thus, a total number of 67 research works were collected. The category-wise division of the reports received so far are as follows :

No. of	Ph. D. works -	9
No. of	D. Phil. works-	1
No. of	M. Phil. works-	3
No. of	Post Graduate Dissertation -	29
No. of	Research papers / Project Reports -	25
	Total	67

It is clear from the above presentation that Post Graduate Dissertaions dominate among all the levels of research on Elementary Education. The share of the other three categories are distributed more or less evenly among them. We are constrained to point out that most of the Post Graduate Dissertations received by the Director of the present Project did not always comply with the requirements of the format followed by the NCERT though the same format were made available to those scholars by the Research Associates of the present project. Hence, we did not incorporate many of those works in the main body of the Report. Similar remarks may be made about two Ph.D. and two M.Phil. works. However, we acknowledge the works done by them and include the titles of those studies along with the authors names in **appendix 'C'** so that one can get a general idea about the nature and direction of Research on Elementary Education in the state of West Bengal. Similarly the researchers belonging to the first three categories could not provide information in the prescribed format. However, in view of the relevance, importance and merit of these studies, we have reproduced the abstracts as sent by them for the benefit of the interested readers.

Out of 67 no. of studies received during the tenure of this project 38 have been included in the main body of the present volume. These studies revealed that there is a marked preference for Evaluative and Profile studies. Thus 16 out of 38 i.e. approx 40% studies belong to this category. Even within this broad category, studies for evaluation of mass Literacy programmes weigh heavily.



Studies related to problems of cognition, motivation and psychology have been the next important area for the scholars. There are 7 such studies included in the main body of the present volume.

The present volume brings out that the most neglected areas in Researches in Elementary Education have been, - i) Teachers' Training Programme; ii) School Administration; iii) Management of Education. The enthusiasms of the scholars seem to be least in these fields; so much so that only one study from each of the above three categories were available.

However, we feel that more attention should be placed on the other neglected but important areas of research, viz, Motivational problems of children, Methods of Teaching etc.

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This study intended to reveal the socio-economic conditions of the primary school teachers employed in the Government financed schools in the District of North 24-Parganas.

#### Objective

The specific objective of the study was to study the variations in socio-economic conditions of the primary teachers.

#### Methodology

A structured Questionnaire was prepared for interviewing the respondent selected on the basis of a multi-staged stratified random sampling without replacement. Special care was taken so that sufficient representations of different castes and communities from both the rural and urban areas of the district were made. The questionnaire had six parts for eliciting detailed information on income, consumption, family sizes etc. of the primary school teachers.

#### Findings

The findings of this study reveal that most of the primary school teachers in the North 24-parganas district belong to the age group 50-54 while the teachers below 40 years of age constitute only a small portion of the teaching community. Another important finding of the survey show that the number of female teachers is still very low and the situation is worse in case of scheduled caste and scheduled tribe teachers.

The mean household size of the teachers employed in the rural and the urban school do not show much difference and a sizeable section of the teachers of urban schools (30.18-percent) live in joint families although nuclear families among the teachers engaged in urban areas is greater than that of their rural counterparts.

The survey reveal certain interesting features as regard the economic condition of the primary school teachers of the district. While the monthly income of the respondent teachers both in the rural and the urban areas show its mode around Rs. 3,000 to Rs. 4,000, the total family income record marked variation between the rural and the urban components of the teaching community. This variation is pronounced both in the lower and the higher ends of the income curve. Rural families predominate the income category of Rs. 3,001 - Rs. 4,000 while in the categories ranging between Rs. 6,001 to Rs. 8,000 there are more urban people.

The expenditure pattern on selected food items of the primary school teachers of the district North 24-Parganas show similarity among the teachers both urban and rural areas who spend



## 2. Research on Educational Status, Profile and Evaluation of literacy programmes.

**Author** : Dr. Madhusudan Chatterjee.  
**Year of Study** : 1997.  
**Institution** : State Council of Educational Research and Training, West Bengal.  
**Name of the Study** : Profile of Primary School Teachers of West Bengal in District of North 24-Parganas.

### **Problem** :

This study intended to explore the Socio-Economic conditions of the primary school teacher's employed in the Government financed schools in the District of North 24-Parganas.

### **Objective** :

The specific objective of the study was to study the variations in socio-economic conditions of the primary teachers.

### **Methodology** :

A structured Questionnaire was prepared for interviewing the respondent selected on the basis of a multi-staged stratified random sampling without replacement. Special care was taken so that sufficient representations of different castes and communities from both the rural and urban areas of the district were made. The questionnaire had six parts for eliciting detailed information on income, consumption, family sizes etc. of the primary school teachers.

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The expenditure pattern on selected food items of the primary school teachers of the district North 24-Parganas show similarity among the teachers both urban and rural areas who spend



between Rs. 1,500 to Rs. 2,500 per month. Difference in this regard is observed among the teachers employed in rural and urban areas in the categories ranging between Rs. 1,000 to Rs. 1,500.

The annual medical expenditure incurred by the families of the primary school teachers show its peak at the lowest end of the distribution i.e., around Rs. 250 or less. There are, however, differences between the teachers employed in rural and the urban schools in the two expenditure category namely Rs. 751 to Rs. 1,000 and Rs. 1,251 to Rs. 1,500. Interestingly the higher expenditure category among the aforesaid categories is predominated by the school teachers employed in urban areas.

The educational qualification of the primary school teachers revealed marked variation between the rural and the urban components. While most of the rural teachers have earned their School Final degrees, the maximum number of primary school teacher employed in urban areas of the district passed Higher Secondary or equivalent examination. In terms of teachers training, the rural areas of the district show encouraging picture which harbours a substantial percentage of trained teachers, the situation among the scheduled caste teachers in the rural areas is no less encouraging a good number of them (8.83 percent) have received Junior Basic Training and their performance is better than their urban counterparts in earning this degree. Another trailblazing aspect in terms of teachers training is the number of female teachers engaged in urban areas who far outnumbered their male counterparts in earning Junior Basic Training. Although the bulk of the primary school teachers seem to be satisfied with School Final and Higher Secondary or equivalent degree but there is also a trend of earning graduate and even post graduate degrees.

The work-load of the primary school teachers in the rural and the urban areas show marked variation in terms of the number of classes taken by them in a week. However, in general, the teachers engaged in rural areas of the district take more classes than the urban ones. The teacher-student ratio also reveal that the teachers of the rural schools are taking responsibility of greater number of students than their urban colleagues. The magnitude of the situation is captured in table 5 which reveal that there are 18 schools in the rural areas (19.35%) in which number of students per teacher range between 81-120. The highest limits for the teachers working in the urban and rural areas demonstrate the significant difference in terms of the teacher-student ratio which are 81-120 and 201-240 respectively.

The literacy sence among the family members of the teachers employed in the rural and the urban areas of the district record encouraging trend not only in terms of a high percentage of literates (above 85 percent) but also in sending their young girls as well as boys to schools. In this connection one must mention if forcefully that among the families of the teachers engaged in rural areas the females outnumbered the males starting from class I upto the level of class x. But there is a darker side of this story. Irrespective of the place of employment of their parents the female school-goers drop as soon as they are about to leave the schools when compared to their brothers. In fact, female graduates are a rarity among the families of the primary school teachers of the district of North 24-Parganas.

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**Author** : Dr. Madhusudan Chatterjee  
**Year of study** : 1997  
**Institution** : State Council of Educational Research and Training, West Bengal  
**Name of the Study** : Profile of Primary School Teachers in the Siliguri Sub-Division (District. Darjeeling). and Suggested  
**Problem** : Measures to Stop such Drop-outs.

The study intended to explore the Socio-Economic Conditions of the Primary School Teacher's employed in the Government financed schools in the Siliguri Sub-Division (District - Darjeeling).

### **Objective**

The Specific objective of the study was to study the variations in socio-economic conditions of the primary teachers.

### **Methodology**

i) A structured questionnaire was prepared for interviewing the respondent selected on the basis of a multi-staged stratified random sampling without replacement. Special care was taken so that sufficient representations of different castes and communities from both the rural and urban areas of the sub-division were made. The questionnaire had six parts for eliciting detailed information on income, consumption, family sizes etc. of the primary school teachers.

### **Findings**

The major findings of the study are as follows :-

- i) The primary school teachers and their families in urban areas are financially better off compared to their rural counterparts.
- ii) The rural teachers and their families enjoy a higher educational status compared to their counter parts in urban areas.
- iii) There are more trained teachers in rural areas than in urban areas.
- iv) Compared to the urban teachers, the rural teachers handle a greater number of students. Also the teachers in rural areas take more classes per week compared to their urban counterparts.

At first chairmen of District Primary Education Council along with District Inspectors of Schools (PE) were requested to extend their co-operation, by way of motivating their respective sub-inspectors of schools to co-operate with the Field Assistants who are involved in collecting necessary data from the Heads of primary schools situated within their respective circles for obtaining some effective results in respect of how drop-outs can be made absolute. Since the basic objectives are to determine the flow of students in primary schools of the specific sub-divisions and cause of drop-out, if any, one set of questionnaire were prepared to elicit from the primary schools, the number of students admitted in Class-I to IV and the number of students who obtained school leaving certificates with a view to finding out as far as practicable the number of drop-outs.



**Author** : Dr. Madhusudan Chatterjee  
**Year of the study** : 1997  
**Institution** : State Council of Educational Research and Training, West Bengal  
**Name of the study** : Flow of Students and Drop-outs, if any, in Primary Schools of Some Selected Sub-divisions and Suggested Measures to Stop such Drop-outs.

#### **Problem**

The project is organised by the S. C. E. R. T., West Bengal on the flow of students to primary schools together with drop-outs, if any, and reasons therefore with suggested measures to put a feasible check to such drop-outs in the primary schools.

#### **Objectives**

The basic objectives of this academic project are :

- i) To find out the rate of flow of students to primary schools during the period comprising the academic sessions from 1990-1996.
- ii) To find out (a) the rate of drop-outs, if any, during the said relative academic sessions and (b) the factors leading to such drop-outs.
- iii) To select some measures as suggested by the Heads of respective primary schools with a view to putting feasible check to such drop-outs.
- iv) To minimise the error, if any, in arriving at effective results in this Project.

#### **Methodology**

The aforesaid sub-divisions with some special features were taken into consideration for their being inhabited mostly by the people belonging to SC and ST mainly in Basirhat and Jhargram Sub-Divisions to find out the main causes of trends towards the persisting drop-outs. In order to arrive at a first hand comparative result in this respect primary five hundred schools from the concerned sub-division on the basis of random sampling out of the total number of schools.

A good number of primary schools of Basirhat, Howrah and Jhargram Sub-Divisions have supplied the required data in respect of the number of students admitted in Class-I to IV and also the number of students who obtained school leaving certificates during the relative six academic sessions from 1990-1996 on the basis of the method of random sampling at first 100 schools of each sub-division out of about 500 schools.

At first chairmen of District Primary School Council along with District Inspectors of Schools (PE) were requested to extend their co-operation, by way of instructing their respective sub-inspectors of schools to co-operate with the Field - Assistants who are involved in collecting necessary data from the Heads of primary schools situated within their respective circles for obtaining some effective results in respect of now drop-outs can be made absolute. Since the basic objectives are to determine the flow of students in primary schools of the specific sub-divisions and cause of drop-out, if any, one set of questionnaire were prepared to elicit from the primary schools, the number of students admitted in Class-I to IV and the number of students who obtained school leaving certificates with a view to finding out as far as practicable the number of drop-outs.



Instead of a sample survey, the method of complete enumeration was adopted. The field workers reportedly met the Teachers-in-charge of the primary schools and with the help of them they got the prescribed proforma containing questionnaire duly filled in for collecting necessary data. Field Workers also obtained Head-Teachers' personal knowledge about the reasons for drop-outs from their respective schools. Their opinions were carefully noted, many teachers, some local office bearers of the teachers' organisations, many guardians and even a good number of students who were made victims to the problems of drop-outs for the reasons as stated in the proforma, were personally contacted to make an opinion survey.

## Findings :

The major findings of the study are :

- i) The flow of students has increased on a regular basis in Basirhat and Jhargram Sub-Divisions, though the rate of increase is not always satisfactory. This result is exceptional in Howrah Sadar Sub-Division where the flow increased during academic sessions, 1991-92 and 1992-1993, but the said flow has reduced gradually during the academic sessions, 1993-1994, 1994-1995 and 1995-1996. The reason behind such reduction of flow of students was due to mushroom growth of schools run by the Non-Govt. Organisations and Private Bodies engaged in catering to the need of primary education in the industrial and urban belt through the medium of instruction other than Bengali / Mother Tongue.
- ii) The number of students belonging to general caste students admitted in class-1 during 1990-1993 academic sessions and who received school leaving certificates during 1994-1996 academic sessions, is more than that of other caste students, though the percentage of drop-outs among General caste students is apparently highest in Howrah and lowest in Jhargram and Basirhat Sub-Division than the percentage of drop-outs of the students belonging to the SC and ST group of pupils.

The percentage of drop-outs among Scheduled caste students is lowest in both Basirhat and Howrah and its position is middle in Jhargram sub-division.

- iii) The percentage of drop-outs is acute among girls rather among the boys irrespective of caste in the sub-divisions. The number of drop-outs is maximum among the girls belonging to Scheduled Tribes. In Jhargram the percentage is 80.34 and in Basirhat Sub-Division the percentage is 85.5. This tendency among the girls to leave their primary education incomplete increases the gross percentage of drop-outs in the aforesaid Sub-Division. It can be concluded that if the girls, especially the girls belonging to Scheduled Tribes are encouraged to complete their primary education by giving proper incentives, it will minimise the gross percentage of drop-outs.

The study also identified certain reasons regarding drop-out of students in primary schools and suggested some remedial measures such as. :

1. Arrangement of daily mid-day meal (cooked) instead of rice.
2. Adequate supply of school dresses, teaching aids and sports materials.
3. Introduction of sports and work-education as a compulsory subject.
4. Requirement of compact and integral relations among the students, teacher and guardians.
5. Recruitment of class-wise teachers.



**Author** : Manoranjan Pal  
**Year of completing the study** : 1993  
**Institution** : Indian Statistical Institute, Calcutta, West Bengal.  
**Title of the study** : Evaluation of TLC in North 24-Parganas.

**Problem** :

In response to the request of the Government of West Bengal the study was undertaken to evaluate the mass literacy programme in the North 24-Parganas.

**Objectives** :

The major objectives of the study were :

- i) Evaluation of literacy attainment of the learners in the district in terms of present NLM.
- ii) General observations of other aspects of TLC in the district (such as motivational, observational, technical etc.)

**Methodology** :

Usual sample survey method was followed.

**Findings** :

The findings highlighted the following :

- i) The author felt that the task of internal evaluation should have been entrusted with the department of mass education extension (Government of West Bengal) and the Zila Shaksharata Samiti of the district.
- ii) The success of TLC in the district depends on the participation of the learners and their rapport with the voluntary trainers in the respective learning, hence, the author emphasized the need for sustained mobilisation of the voluntary trainers and the learners.
- iii) Three-fourths of the target learners of the district had attained literacy status in accordance with the NLM.

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**Author** : Dr. Surendra Nath Banerjee  
**Year of Study** : 1992  
**Institution** : Indian Statistical Institute, Calcutta.  
**Name of the Study** : A Study on the Literacy Status of the neo Literates Under MLP in the North 24-Parganas (In Bengali).

**Objective** :

The study intended to evaluate the literacy status of the neo literates under MLP in the District of the North 24-parganas.

**Methodology** :

Structured questionnaires were prepared for interviewing 1657 new literate pupils from 266 urban and rural literacy centres in the district. The usual sampling method was followed.



## Findings

The findings of the study reveal that 75.9% and 74.4% pupils from urban and rural areas respectively have been able to satisfy the given standard of evaluation comprising of 83% male and 67.7% female students.

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**Author** : Sukumar Ghosh  
**Year of completing the Study** : 1994  
**Institution** : Kalyani University, West Bengal.  
**Title of the study** : Study of Mass Literacy Programme of Sundarban Area.  
**Problem** :

The study intended to investigate the status and achievement of the learners who came under mass literacy programme conducted by National Literacy Mission in Sundarban Areas.

## Objectives :

The main objectives of the study were :

- i) To identify the abilities of the learners of MLP in Literacy (R and W) and Numeracy in both age groups i.e. (9 - 14) and (15 - 50) years, gender-wise and caste-wise.
- ii) To find out the difference of abilities age-wise, gender-wise and caste-wise of learners of MLP with respect to reading.
- iii) To find out the difference of abilities, age-wise, gender-wise and caste-wise of the learners of MLP with respect to writing.
- iv) To find out the difference of abilities, age-wise, gender-wise and caste-wise of the learners of MLP with respect to numeracy.

## Methodology :

Researcher selected 192 learners from 22 total Literacy Centre in rural part of Sundarban Area. 'A Literacy and Numeracy Achievement Test' was constructed following the method suggested in the 'Dave Committee Report'. The test was standardized by the researcher himself. The test was administered on 96 learners in the age group of (9-14) years and 96 learners in the age group of (15-50) years. After collecting the data the researcher computed different values of statistic.

## Findings :

On the basis of analysis, findings derived from statistical and graphical analysis, some general trends of the achievement of learners in Reading, Writing, Numeracy and 3R's can be enumerated as follows :

- (1) Total Non-Tribal (9 - 14 years age group) Learner's Mean Scores are higher than that of Tribal Learners of same age group in all domains i.e. Reading, Writing, Numeracy and 3 R's.
- (2) Total Non-Tribal (15 - 50 years age group) Learner's Mean Scores are higher than that of Tribal Learners of same age group in all domains (Reading, Writing, Numeracy and 3 R's).



- (3) Total Male (15 - 50 years age group) learners Mean Scores are higher than that of Female Learners of (15 - 50) years age group with respect to Numeracy.
- (4) Total Male (9 - 14 years age group) Learners Mean Scores are higher than that of Female Learners of (9 - 14) years age group with respect to Numeracy.
- (5) Total Male (9 - 14 years age group) learners mean scores are higher than that of Total Male (15 -50 years age group) Learners with respect to Reading.
- (6) There is no significant difference in the mean Scores of achievement of Male (9 -14 and 15 - 50 years age group) Learners in respect to 3R's, Reading and Writing with the expectation of Mean scores of Female Learners. And also, there is no significant difference in the Mean Scores of Achievement of Non-Tribal, Tribal, Male and Female of (9 - 14 years age group) Learners in respect to 3R's, Reading, Writing and Numeracy with the expectations of Mean Scores of Non-Tribal, Tribal, Male and Female (15 - 50 years age group) Learners except only Male in Reading.

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**Author** : Dr. Surendra Nath Banerjee.  
**Year of completion of the study** : 1993.  
**Institution** : Indian Statistical Institute, Calcutta.  
**Title of the Study** : A Study on the Impact of Minimum Learning Programme on the Performance of Bengalee Children in Primary School Leaving Class.

**Problem** :

The study deals with the problems and difficulties of West Bengal children population in depth in order to find out the reasons behind failure of MLL ( Minimum Levels of Learning) in West Bengal.

**Objectives** :

The main objective of the study was to take a look into the hindrances, socio-economic and otherwise that though Universal Achievement of Minimum Levels of Learning.

**Methodology** :

A total number of 1968 class IV Bengalee children from 57 Bengali medium primary schools of four different strata of schools, e.g. Government, Municipal, Urban area and Rural area primary schools were selected at randomly, from a total of 2,863 Bengali medium primary schools of Hooghly district, West Bengal. Data were collected by a custom-built Achievement Tests in Bengali, Mathematics and Environmental Studies from these children in order to study their scholastic achievement as expected under MLL concepts. Data were also collected in the form of (i) Opinion survey from 80 teachers and school administrations, (ii) pupil guardian schedule from the guardians of the pupils about the socio-economic and other background factors about the pupils and (iii) school schedule from the heads of the selected schools, about the conditions of the schools.

A smaller sample of 260 pupils, selected at randomly by PPS sampling method from the sample of 1668 pupils, were given four psychological tests, to assess their cognitive process-



ing and intellectual reasoning, and Bengali adaptation of School Maturity Scale to assess the degree of social competence.

## Findings

The findings of the study have revealed the following significant happenings, which deserve immediate intervention.

- (1) Non-Government primary schools are found significantly below standard in comparison to Govt. schools in regard to space, pupil - teacher ratio and other infrastructural facilities required to implement prescribed syllabus.
- (2) Very few schools follow the Govt. directives of "Continuous evaluation" process instead of formal examinations.
- (3) None of the schools perform any 'remedial teaching' for backward learners.
- (4) Poor involvements of local adults (mainly guardians) and lack of their interest towards their children's education.
- (5) 14 % of Government schools, 70% of Municipal schools, 55% of urban area and 80 % of rural area school pupils and 76% of the total population of pupils of the district as whole could not achieve the minimum level of learning in Bengali, Mathematics and Environmental Studies.
- (6) Regarding intelligence and other cognitive processing the pupils of the district as a whole and almost all the category of schools are much below the prescribed age norms.
- (7) The superiority and advantageous position of a handful Government school learners in learning efficiency and extracurricular activities over the learners of other category of schools are always prominent.
- (8) But regarding social competence, no significant difference among the pupils of different category of schools is there.
- (9) Effects of socio-economic stratifications on children's school achievement are not as much consistent as expected.
- (10) Caste and religion, parents' education background, father's occupation and regular school attendance have influence over the scholastic achievement of pupils.
- (11) Gender, age group, mother tongue, family size and economic condition of the family have no influence over the scholastic achievement of the pupils.

The points deserve urgent attention of the authorities are, regular school inspection, introduction of M.L.L. competencies in the school, scientific evaluation system, remedial teaching for the backward, proper infrastructure for primary education, hygienic environment of school, community vigilance etc.

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**Author** : Ashoke Sinha  
Debangshu Majumdar  
Dibendu Mondal  
Kali Shankar Chattopadhyay.  
**Year of Completion** : 1993.  
**Institution** : Agro-Economic Research Centre,  
Visva-Bharati University.  
**Title of study** : Glimpses of Literacy profile-  
An Evaluation Study of the Mass  
Literacy Program in Birbhum.  
**Problems** :

The study intended to look into the Literacy status of the neo-literates who had participated in the literacy drive in 1992 in rural Birbhum.

**Objectives** :

The Major objectives of the study were :

- i) How far the Mass Literacy program has been successful in reaching the target group.
- ii) What has been the nature of participation of illiterate population in the progress.
- iii) How far there has been increase in general awareness and consciousness among the neo-literates regarding social, economic, political, health and environmental parameters.
- iv) How far the literates have been benefited, in terms of prescribed norms of three R's from the program.
- v) Now for the neo-literates have been participating in past literacy programme. Whether in absence (if any) of post literacy program there has been a resurgence of literacy.
- vi) Whether observed gender and caste bias of literacy has been given away through such a public action.

**Methodology** :

The study was based on the primary data collected from the survey conducted in four villages as well as published information from relevant Govt. and Panchayat sources. Two villages from each of the subdivisions Suri and Bolpur were selected. The sub.division were selected in a manner such that are reporting the highest incidence of learners attaining new norms and the other reporting the lowest incidents in terms of learners attaining new norms. Selection of the villages was based on certain criteria relating to urban proximity, population composition etc. In the villages an exhaustive list of participants of the Mass literacy program was prepared. From the list satisfied random sample of 25% were drawn with proportional allocation with respect to social sex and age groups. The survey was conducted with help of a questionnaire designed for evaluating the state of awareness and consciousness about educational, social, economic, political, health and environmental aspects. At the same time the sample participants were evaluated in respect of their states of learning in terms of N L A norms.



## **Findings** :

The authors observed that there were no lack of machinery and infrastructural facility along with skilled personnels even at the grass-root level. However, there was little coordination and zeal among all the participants in the program starting norms learners to govt. officials that turned the entire progress more in to failure plan success.

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**Author** : Tapan Basu Mallik. et al.  
**Year of the Study** : 1992  
**Institution** : Indian Statistical Institute,  
Calcutta (West Bengal)  
**Name of the Study** : Assessment of Minimum Learning  
in Primary Education  
**Objective** :

The aim of the study was to ascertain, through suitable tests, the "minimum level of learning attained by the pupils in Bengali and Mathematics at the end of primary stage, i.e., Class IV.

## **Methodology** :

A multistage sampling method was applied where the sampling frame consisted of a total number of 2066 schools stratified in four strata of Government schools, Municipal schools, urban and rural schools in Hooghly district. 57 schools were drawn by the circular systematic technique and then 26 schools were sampled by PPS (Probability Proportional to Size) technique for the purpose of assessment of 260 students drawn at random.

Apart from this two short achievement tests - one in Bengali and the other in Mathematics - were used in the survey. Test items were of both multiple-choice and free - response types.

## **Findings** :

The major findings can be arranged under three heads :

(a) on schools, (B) on students scholastic achievement, and (C) on scholastic achievement and socio-economic factors.

- (a) **On schools** : It was found from sampled schools that number of teachers varied from 1 to 13, trained teachers from 0 to 12, students from 42 to 391 and that of class rooms from 1 to 10 per school. There was one single - teacher rural schools with 71 students.
- (b) **On students scholastic achievement** : About 83% of students belong to rural schools while best schooling facilities are available to only 0.5% schools.

**A few points are noticeable** : (1) in terms of achievement, school strata fall in a clear descending order, government - urban - municipal - rural. (2) Achievement in Mathematics is consistently higher than that in Bengali schools.

In brief, strata of schools differ significantly with respect to students' achievement in the core subjects of Bengali and Mathematics. Indeed, the disparity between Government school and rural as well as municipal school students is staggering. Eighty percent of rural school and seventy one percent of municipal school pupils are below the minimum expected scores when both subjects are taken together.



In "dictation" a student's score is the number of words and punctuation marks correctly written by him, expressed as a percentage. As mentioned earlier the passage set for dictation is of Class II standard and contains no conjunct consonants. Mean performance scores show the same hierarchical pattern as before. However, performance of Non-Government school children seems to be a little better.

- (c) **On Influence of Socio - Economic Factors :** (1) As regards the relation between students' background factors and their scholastic achievement, it is found that mothers' education has a direct bearing on children's attainment, the higher the level of mothers' education, the higher are the mean scores of children.
- (2) A similar relationship is seen in the case of affiliation to religious/caste groups. Children belonging to "other castes" have scored the highest, followed successively by Scheduled caste, Muslim and Scheduled tribe students.
- (3) Although, there are more girls than boys in urban and municipal schools, and urban school girls have scored higher than boys in both subjects, no clear cut gender-bias is discernible in achievement.
- (4) Students achievement is generally, positively associated with fathers' educational level. Fathers of a couple of government school boys are illiterate or have primary education only.
- (5) Sixty-five percent of pupils in rural schools and 58 percent in the district as a whole come from families below the poverty line. A positive association generally, but not consistently, exists between students' achievement and per capita monthly expenditure in family. Interestingly, in rural schools the best performance is by children from families below the poverty line and the worst by those from high-expenditure families (constituting only 2% of rural children). It may be possible that a section of rural children from higher socio-economic groups attend schools in nearby urban areas.
- (6) Even at the primary stage a sizeable percentage of students in each stratum have private tutors, the largest percentage being 65 (municipal), followed successively by 64 (urban), 54 (rural) and 46 (government). But, having coaching from private tutors is not universally associated with higher achievement. Urban and government school students without private tutors have fared better than their counterparts with private tutors.
- (7) Mostly for pupils in government, urban and rural schools as well as in the district as a whole, there is a positive association, in general, between the frequency of supplementary reading (reading newspapers, story books, magazines, etc.) and achievement.
- (8) Culturally disadvantaged groups have been observed to perform poorly in tasks of cognitive competence (which is basically manifested in school learning of verbal and reasoning abilities). The low performance of the disadvantaged may be due to absence of stimulating experience during childhood, poor nutrition, lack of social motivation, cultural values, etc., and other deleterious environmental factors that generally go with poverty. In addition, social - personality factors are also of importance. While considering the poor attainment of Scheduled caste, Schedule tribe, Muslim and a section of rural children found in this survey, the above points should not be lost sight of.





- (9) An elitist bias is thus apparent in primary education. Government schools cater principally to children from the economically and culturally advantaged groups who form a class by themselves. It may be recalled that 92% of these students belong to "other castes" (only 5 % are S.C. and 3% Muslims); 73% come from small families, and an equal percentage from high-expenditure families (only 1% from families below the poverty line); fathers of 87% are school final passed or above; mothers of 72% are school final passed or above; fathers of 83% are in service and 7% in professional or executive jobs. On the other hand, 52% rural children whose mothers are illiterate and 65% of rural children who come from families below the poverty line are lagging far behind. The picture, surely, is farthest from our cherished goal of universalisation of elementary education and total literacy.

Author : Professor \*\*\*\*\*  
Author of the study : Dr. Mita Banerjee.  
Year of Completing the Study : 1993  
Institute : Calcutta University, Calcutta.  
Title of the Study : A Study on New Primary Education in West Bengal  
Problem :

The study analyses the justification of New Primary Education policy as introduced by the Government of West Bengal in 1981.

**Objectives :**  
The major objectives of the study were :  
i) To re-consider the issue of abolition of English teaching at the primary level of education.  
ii) To review automatic promotion policy introduced at the primary level of education in lieu of the earlier practice of promotion through examination.  
iii) To study the impact of 'new' primary education policy on the students' ability to cope with the secondary education where no change has been introduced.  
iv) To assess the reactions of primary teachers, guardians and the participant students in the new system of primary education.

**Methodology :** Indian Statistical Institute

Calcutta was chosen as the research universe. Schools were selected on the basis of typological characters. Detailed information on teachers, types of buildings etc. were collected. Methods of observations, interviews and participation had been used to generate information for analysis. Content analysis of both the old and new syllabus had been done also.

**Findings :** The study sought to assess the current status of attainment of literacy among the learning age ranges: 9 to 14 years and 15 to 30 years. It was characterised by its distinctive

The major findings are :-

- (1) In introducing the new syllabus for primary education, necessary ground work was not taken into consideration.



- (2) The new primary education system in W.Bengal, specially in Calcutta, where the work was carried out, lacks minimum uniformity. The system is followed in some schools and in others the earlier system was not changed.
- (3) Among the guardians, there is an utter disapproval both of abolition of examination and exclusion of English.
- (4) Most of the teachers of those schools where the new system of primary education is followed, do not approve of the abolition of examination.
- (5) As the new primary education policy is not followed in all the schools, a good deal of segregation is found between the two categories of schools. This is giving rise to a new class, structure among the students.

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**Author** : Professor Samir Guha Roy  
**Year of the study** : 1991  
**Institute** : Indian Statistical Institute,  
 Calcutta, West Bengal.  
**Title of the study** : Achievement Level of Primary  
 School Children At The End of  
 Class IV

**Abstract** :

Modelled on a similar study conducted by the Psychometric Research and Service Unit of the Indian Statistical Institute, this larger project conducted a sample survey in all the 17 districts of West Bengal in 1991. Its broad objective was to highlight the ( primary ) educational scene as it stood during 1990-1991. The study made an attempt to ascertain how far minimum learning had been achieved by pupils in Bengali, Mathematics and Environmental Studies of the end of class IV. In place of conventional testing, the Item Response Theory was adopted, and the two-parameter logistic model used. It analysed scientifically the weaknesses and strengths of primary education in the State.

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**Author** : Professor Samir Guha Roy  
**Year of the study** : 1992  
**Institution** : Indian Statistical Institute,  
 Calcutta, West Bengal.  
**Title of the study** : Internal Evaluation of TLC In the  
 District of North 24-Parganas.

**Abstract** :

The study sought to assess the current status of attainment of literacy among the learners in the age ranges 9 to 14 years and 15 to 50 years. It was characterised by its distinctiveness with regard to delimited universe, contents of test papers, sample design, choice of interviews investigators, length of test and interview, and rate of nonresponse. The test contents were made as much homogeneous as possible giving 'high content validity (post facto)'.



Four paralld forms of tests were formulated to ensure confidentiality and comparability of scores. Items of the tests were all non-textual. The overall finding of the study was that three-fourth of the target learners of the whole district had attained literacy status in accordance with the National Literacy Mission(NLM) norms.

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**Author** : Professor Samir Guha Roy

**Year of the study** : 1993

**Institution** : Indian Statistical Institute,  
Calcutta, West Bengal.

**Title of the study** : Impact study of TLC  
Programme in Bankura  
District ( West Bengal ).

**Abstract** :

Short term impact of TLC is the main focus of the empirical study. In order to discern the impact on the reflective domain of the learners, two types of appraisal were carried out : (a) attitude measurement of the respondents on three dimension such as education, health and food habits, and (b) general observations of the learners on their socio-economic and demographic aspects. The results of three dimensional attitude measurement indicated that the neo-literates in overwhelming majority recorded positive attitude.

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**Author** : Professor Samir Guha Roy

**Year of the study** : 1993

**Institution** : Indian Statistical Institute,  
Calcutta, West Bengal.

**Title of the study** : Impact Study of TLC Programme  
in Birbhum District ( West Bengal ).

**Abstract** :

The major objective of the study was directed towards an audit of performance not only of the learners but also of all other participants in the programme. Following a multi-stage random sampling procedure, the households were selected, and the learners in them located. This household-approach provided an estimate of the extent of literacy ( achieved through TLC or otherwise) in Birbhum. The influence of factors beyond the parameters of TLC was also considered in order to delineate the extent of exclusive influence of TLC programme on the learners. The variations in the effectiveness of TLC in the light of the impact among different social groups were also investigated. Unless exposed to longer time period after the completion of the programme, any change in the out look of the neo-literates towards important social issues cannot be measured. This was the most useful indication of the study.

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**Author** : Dr. Jogesh Ranjan Pathak  
**Year of completing the study** : 1996  
**Institutions** : Kalyani University, West Bengal.  
**Title of the study** : Lokashiksha - O - Lokasanskriti.  
(Mass-education and Folk Culture).  
**Problem** :

The study intended to investigate the causes behind the failure of mass literacy programmes in India and to suggest some remedial measures.

**Objectives** :

The major objectives of the study were :

- i) To redefine the object of education as a confluence of literacy, awareness and potential.
- ii) To explore the materials of folk culture as the medium of imparting education.
- iii) To establish folk culture method of education as superior to other available methods.

**Methodology** :

A comparative method along with discussions on education through applied folk culture and folklore have been used.

**Major Findings** :

The study identified the following factors responsible for the failure of total literacy programme :

- a. Institutionallisation.
- b. Individual concepts.
- c. Lack of self-awareness.
- d. Pecuniary constraints.
- e. Marrow-deep superstitions and obscuratism.
- f. Lack of opportunity.
- g. Societal apathy.
- h. Prevalent casteism.
- i. Curriculum alienated from red-life situations.
- j. Dominance of urban culture.
- k. Language Medium.
- l. Want of expanded purposes.

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It was found from the study that the declaration of non-detention policy is not enough to reduce the root cause of wastage and stagnation. To make the declaration more effective particularly in the context of universalising elementary education, teachers at the primary stage are to be well acquainted and trained with the nature of scope and non-detention policy.



**Author** : Md. Kutubuddin Haldar  
**Year of completing the study** : 1995  
**Institution** : University of Calcutta, West Bengal.  
**Title of the study** : Non-Detention Policy And Drop-out  
In Primary Education - A Study.  
**Problem** :

The Government of West Bengal adopted the policy of non-detention at the primary level of education. The study intended to explore the effect of this policy on dropouts in primary schools.

**Objectives** :

The main objectives of the study were :

- i. To find out the time taken by the students to complete primary education before and after the declaration of non-detention policy.
- ii. To find out the rate of stagnation at primary stage (Class I, II, III).
- iii. To determine the rate of dropout at primary stage (Class II, III, IV).
- iv. To find out whether there is any difference between male and female students regarding the rate of dropout at primary stage of education.
- v. To find out the attainment level of students at the end of class IV.

**Methodology** :

**a. Sample** :

Four schools were selected from Magrahat-I Block of south 24-Parganas. The sample of the study was 1608 students who were admitted to Class I during the academic session 1984 to 1988.

**b. Tools** :

The following tools were used in the study :

- i) Questionnaire on general information of the school.
- ii) Students attendance registers of the four classes (I - IV) of four schools during the academic years 1973 to 1994-95.
- iii) Attainment level test in Bengali, Arithmetic and Environmental Studies.

**Findings** :

It was found from the study that mere declaration of non-detention policy is not enough to reduce the root cause of wastage and stagnation. To make the declaration more effective particularly in the context of universalising elementary education, teachers in the primary stage are to be well acquainted and trained with the nature of scope and non-detention policy.

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**Author** : Manoranjan Pal  
**Year of completing the study** : 1993  
**Institution** : Indian Statistical Institute, Calcutta.  
**Title of the Study** : Impact of Total Literacy Programme in the District of Birbhum.

**Problem** :

The study intended to assess the performance of the learners and other participants of total literacy programme and also the compared differences in awareness / attitudes towards health, food habit etc. of the learners and of these who still remained illiterate.

**Objectives** :

The major objectives of the study were :

- i) Evaluation of literacy attainment of the learners in the district in terms of present NLM.
- ii) General observations of other aspects of TLC in the district (such as motivational, observational, technical etc.)

**Methodology** :

The three-stage stratified random sampling method was used to carry out the survey work.

**Findings** :

The study concludes that inspite of certain shortcomings the Total Literacy Programme in Birbhum has been a great success in promoting literacy and awareness among the hitherto illiterate population.

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**Author** : Prof. Sujit Kumar Mukharjee.

**Year of the completion of the study** : 1993

**Institution** : State Council of Educational Research and Training  
 West Bengal.

**Title of the study** :

Trend of Demand for Enrolment in Class-V in the High School at Narayangarh Development Block of the District of Midnapore.

**Metodology** :

Complete enumeration by direct interviews

Data/Information collected directly from the schools by the investigator.

**Major Findings** :

- i) Trend of Demand for Enrolment is definitely an increasing one
- ii) Drop-out rate from class IV (supposed to be end point of the primary schools) to class V (Supposed to be the entry point High Schools) shows definitely declining trend.
- iii) The declining rate is due to Literacy Campaign, Operation Black Board scheme and Mid-day meals etc incentive schemes.

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### 3. Research on Learning Mathematics.

**Author** : Jyotirmoy Nandi  
**Year of completing the study** : 1996  
**Institutions** : Kalyani University, West Bengal.  
**Title of the study** : Some Indigenous Techniques in Improving the Basic Arithmetical Skills of Indian School Children.

**Problem** : The study was designed to provide a comprehensive description of the related gains in terms of immediate achievement associated with four methods of solutions of simple addition sum on the following outcome measures :

- i) Computational skill, and
- ii) Application (Solution of problems, leading to simple addition).

**Objective** : The basic objective of the study was to test whether the new method of solution (Angular method) almost unknown to Indian Primary Teachers is a better method than the traditional ones to handle difficult problem of addition.

**Methodology** : Students of Class IV were picked up from eight randomly selected Bengali Medium Schools. Then a control and experimental group of almost equal size were established in school. A lesson unit was developed as also a method of post test to carry out the investigation.

**Major Findings** : It was found out that the new methods were superior to the conventional methods and the Angular Method proved to be the most convenient of all.

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**Author** : Dr. Surendra Nath Banerjee  
**Year of study** : 1992  
**Institution** : Indian Statistical Institute, Calcutta, West Bengal.  
**Title of the study** : A Study on the Mathematical Competencies of Pupils of the Primary School Leaving Class.

**Problem** : The study intended to evaluate performance in Arithmetic and to suggest some action plan to improve the performance of primary school leaving children in a district of West Bengal.

**Objective** : The study aimed at presenting a data based picture of the learning gains in mathematics in terms of competencies of the primary school leaving pupils of a district of West Bengal.



**Methodology** : course curriculum in order of preference. The students were inter-  
**Findings** : reasons of Arithmetic preference and non preference. Quartile Analy-

The findings of the present investigation are stated in terms of population parameters estimated from sample values. Attempt has been made here to use competency-wise achievement scores for Mathematics of all those component areas which are unequivocally accepted as the predicator of respective abilities and effectiveness - due to their established inter relationships with further scholastic competencies and skills required in the learning efficiency continuum.

It is evident from the result that the pupils attained expected standard of competency, in the use of numbers, computational ability and concrete problem solving of Mathematics, while they did not acquire competency upto deserving standard in calculative manipulation of sums and geometric ideas.

The findings also revealed positive intercorrelations in all cases as expected of abilities in the cognitive domain and all of them were found significant beyond 0.01 level. The average intercorrelations (Via Fisher' sz) between the component measures of Mathematics appeared 0.721, which speak in favour of significant relationship between the variables and also of high reliability of the tests used.

From the findings of the present study it can be concluded that the learning gains of the Primary School pupils of the Hooghly district in Mathematics in terms of competencies are highly positive in the use of numbers, computational ability and concrete problem solving of mathematics, while they are much below the deserving in calculative manipulation of sums and geometric ideas, which deserves immediate intervention.

of the study : 1994. \*\*\*\*\*  
**Author** : Mrs. Ranjana Kar  
And  
Rama Mallick  
**Year of Completing the study** : 1992  
**Institution** : Psycho-Educational Research and Service Institute, Howrah, West Bengal.  
**Title of the study** : Evaluation of Arithmetical Achievement of Fourth Grade Children.  
**Problem** : mathematics preference groups were found.

The study intended to evaluate performance in Arithmetic and to suggest some action plans to the school authority regarding the improvement of current Arithmetic Achievement status of the fourth grade students.

**Abstract** :

Arithmetic Achievement test was administered on 35 fourth grade students (78% of total students) of a Govt. sponsored Bengali medium primary school. They were asked to



rank the subjects in their course curriculum in order of preference. The students were interviewed to identify the reasons of Arithmetic preference and non preference. Quartile Analysis was made to classify the students into high, moderate and low achieving groups. Pattern of errors in computation were also determined through analysis of percentages. Zero order correlation was made to determine the relationship between the results of Arithmetic Achievement Test and the half yearly examination score on Arithmetic. Relationship among the subtests of Arithmetic Achievement test was also determined. Significant relationship between Arithmetic Achievement Test score and examination was noted. A difference was noted among the subtests score profiles of high, moderate and low arithmetic achievers. Major error patterns of different subtests (viz. Place, series, word, multiples, fraction and decimal) were incomplete calculation, omission of numbers, ordering difficulties, placement problem, spelling mistake and missing of denominators, Arithmetic Achievement Test score was highly correlated with fraction ( $r = 0.9$ ) and place ( $r = 0.7$ ) then decimal ( $r = 0.6$ ) and place ( $r = 0.52$ ) and series ( $r = 0.5$ ). 86% students preferred Arithmetic and reasons for their preference were interesting (93%), easy to understand (67%), feedback (27%) and Application (17%). On the other hand, 14% did not prefer Arithmetic. The reason for non preference were difficulty to understand (70%), Arithmetic phobia (40%), forgetting (20%), lack of interest (20%), difficulty in presentation (10%), Fluctuation of attention (10%) and lack of self-confidence (10%). Psycho-Educational methods of teaching were suggested to improve the arithmetic preference of fourth grade students.

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**Author** : Dr. D. Datta Ray and B. Datta Ray.  
**Year of the study** : 1994.  
**Institution** : Indian Statistical Institute, Calcutta,  
West Bengal.  
**Title of the study** : Mathematics Preference, Anxiety and  
Achievement in Mathematics.

**Abstract** :

Interaction between mathematics preference and trait anxiety in mathematics achievement was studied through Tucky's 2 x 2 ANOVA with 126 eighth grade girls. Trait anxiety was measured by Speilberger's Trait anxiety inventory. Results revealed significant interaction effect of both variables on mathematics achievement. To control the effect of trait anxiety mathematics achievement, ANCOVA was used. After ANCOVA, little increase in mathematics score for low mathematics preference group and little decrease in mathematics score for high and moderate mathematics preference groups were found.

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**Problem** :

The study was designed to evaluate the effect of anxiety and sports on children's learning process.

**Objectives** :

The main objectives of the study were :



#### 4. Research on Aesthetics, Literature, Music, Sports And Education

**Author** : Sudhanjali Mishra.  
**Year of completing the study** : 1994  
**institution** : Kalyani University, West Bengal.  
**Title of the study** : The Impact of Literature in the Development of Some Social Values Among the School Children.

**Problem** :

The author believes that social values play a very important role in shaping human behaviour. Hence the study intended to examine the impact of literature on social value systems.

**Objectives** :

The main objectives of the study were :

- i. To find out the effect of Oriya literature in the improvement of social values among secondary school children.
- ii. To compare the social value systems of the children of section - A, Class VII of the experimental group (Bijpur M.E. School) with that of the children of section -A, Class -VII of the Control group (Balitutha M.E.School).

**Methodology** :

50 students each from the two schools were chosen randomly to apply the value inventory tests. The basic tools used were De's standardised tests and Mrs. Mahuya De's tests (1993).

**Findings** :

Literature helps the school going population in inculcation and development of social values.

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**Author** : Dr. Sharmistha Chakrabarty  
**Year of completing the study** : 1993  
**Institution** : University of Calcutta.  
**Title of the study** : Introduction of Music and Sports in Primary Schools - an Evaluation Project of Ministry of Human Resource Development, Govt. of India.

**Problem** :

The study was designed to evaluate the effect of music and sports on children's learning process.

**Objectives** :

The main objectives of the study were :



- i) To find out the contribution of music and sports towards the study and promotion of learning process in terms of retention of subject content.
- ii) To find out the impact of introduction of music and sports on personality development as reflected in change of behaviour of the children (as per rating by school teachers, parents and concerned music and sports teachers).
- iii) To study whether introduction of music and sports has improved attendance of children of primary schools.
- iv) To study the development of skills in music and sports through the introduction of music and sports in primary school children.

### **Methodology :**

A number of students were selected randomly from the primary schools in which music and sports were introduced. Other than that the respective parents, all the school teachers, a few concerned sports and music teachers and three supervisors were selected for an opinion poll. Different sets of questionnaires were run for different sets of respondents.

### **Major Findings :**

The major findings of the study are :

- i) The majority of the teachers, students and parents expressed favourable opinion for introducing music and sports in schools.
- ii) In specific areas of learning process, namely, retention of subject matter, personality development, development of skills and talent in music and sports, increase in school attendance, the opinion expressed by all sets of respondents were also very highly favourable.

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**Author :** Prof. Shovan Som

**Year of completing the study :** 1997

**Institution :** Rabindra Bharati University,  
West Bengal.

**Title of the study :** Bengali Writings For The Children  
(Including Primer) And Illustration :  
A VIS -A - VIS Relationship.

**Problem :**

The study intended to explore historically the role of illustrations in Bengali Children's readers. It also sought to understand the interrelationship between illustrations and texts as they evolved through stages in historical time.

**Objective :**

The main objectives of the study were :

- i) To investigate the relationship between Children's literature and illustration.
- ii) To understand the relationship between child psychology and illustration as also the role of illustrators in that regard.



- iii) To understand the influence of illustration on prose, poetry and song in Bengali children's literature.
- iv) To evaluate the relationship between Bengali Children's literature and accompanying illustrations.
- v) To assess the impact of foreign influence on Bengali Children's literature and illustration.
- vi) To investigate the role of library in promoting Bengali Children's literature.
- vii) To understand the trend and future of Bengali Children's literature.

**Methodology :**

A historico analytic method has been followed in the study along with linguistic analysis.

**Findings :**

The study recommends illustration for children's literature as well illustrated children's readers make them more suited to child psychology and imagination.

\*\*\*\*\*

**Author :** Swapan Sen

**Year of completing :** 1996

**the study**

**Institution :** North Bengal University, West Bengal.

**Title of the Study :** Development of Aesthetic Sensitivity Among Indian Students at Secondary Level Through Painting.

**Problem :**

The study was intended to focus attention to the much neglected aspect of school education in India, i.e., the development of aesthetic sensitivity among students.

**Objectives :**

The main objectives of the study were :

- i) Satiation of the inner urge of the students by fostering and developing creative self expression inherent in every student.
- ii) To enlarge the powers of visualisation, imagination and to enable the students to experience deeper emotions.
- iii) Transferring aesthetic experience and information.
- iv) Development of personality.
- v) Management of teaching and training situations.
- vi) Upholding the necessity and introducing aesthetic education at all stages of secondary curriculum.

**Methodology :**

The present investigation falls under descriptive research category and follows the usual methodology of descriptive research in social sciences. Thus, it considers past events and influences as they relate to existing conditions.



## Major Findings :

The study developed a model by using the research inputs. the model is considered by the author to be immensely helpful in management of teaching and learning of arts.

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**Author** : Dr. Alok Kumar Banerjee

**Year of Completing** : 1994

**the study**

**Institution** : University of Kalyani, West Bengal

**Title of the study** : Athletic Potentiality. In Relation to Anthropometric and Physiological Variables Among Primary Students.

**Problem** :

Since the anthropometry, physical fitness and physiological characteristics have been identified as responsible variables for athletic potentiality, the study made an attempt to unearth the responsible variables particularly, as they influence the intrinsic athletic ability of primary boys.

**Objective** :

The objective of the study was to separately measure the dimensions mentioned above of a group of male student athlete and identify specific influence of the variables in isolation and in conjunction on athletic performance.

**Methodology** :

The statistical method followed in the study relied on computation of the mean, standard deviation, one way analysis of variance, 't' test and product moment co-relation.

**Findings** :

Two sets of conclusions have been drawn in the study, namely, parameterwise conclusion and correlation study.

In general, however, the finding of the study is that anthropometric characteristics and status of physical fitness are related to athletic potentialities of primary level boys. NO valid conclusion could be arrived at regarding the influence of physiological variables on athletic performance.

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## 5. Research on Problems Related to cognition, Motivation and psychology

**Author** : P. C. Biswas and Ratna De  
**Year of completing the study** : 1992  
**Institution** : University of Kalyani, West Bengal.  
**Title of the study** : 'Relationship Between Cognitive Style and Non-Verbal Intelligence : An Exploratory Study'

### **Abstract** :

This paper attempted to find out relationship between field dependent/field independent cognitive style and non-verbal intelligence and also to examine whether field independents were superior in non-verbal intelligence to field dependents by administering Human Figure Drawing Test (Goodenough) and Story Pictorial Embedded Figure Test (Sinha, 1984) to 150 primary school children studying in three grades - Gr. II, Gr. III and Gr. IV. The main findings of the study were : cognitive style was positively and significantly correlated with non-verbal intelligence with some exceptions and field independents were superior in non-verbal intelligence.

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**Author** : P. C. Biswas and Ratna De  
**Year of completing the study** : 1993  
**Institution** : University of Kalyani, West Bengal.  
**Title of the study** : Relationship Between Creativity and Field-Dependence - Independence Cognitive Style Among Elementary School Children.

### **Abstract** :

This paper attempted to find out relationship between creativity and its different components and field dependence - independence cognitive style and whether high creatives were more field - independents than the low creatives by administering the Story Pictorial Embedded Figure Test (Sinha, 1984) and a short form of Sarkar's (1990) Test of Creativity to a randomly selected group of 150 elementary school children studying in Grades II, III and IV in Fulia (Nadia District, W. B.). The main findings area : Field-dependence-independence cognitive style was positively related to major components of creativity (Fluency, Flexibility and Originality) and total creativity. High creatives were also found more field independent.

\*\*\*\*\*



**Author** : Dr. Basudev Banerjee.  
**Year of completing the study** : 1992  
**Institution** : Kalyani University, West Bengal.  
**Title of the study** : A Comparative Study on Some Cognitive Abilities and Psycho -Social Traits Between Normal and Physically Handicapped School Going Children.

**Problem** :

The study intended to investigate whether children with hearing impairment suffer from isolation and feelings of frustration as compared to normal children. It also intended to examine whether such physically handicapped children were lacking in creative impulse.

**Objective** :

The main objectives of the study were:-

- i) To determine the extent of intelligence, self concept, social adjustment and creativity of the normal and speech and hearing impaired students of Class V.
- ii) To find out the significance of differences in mean scores obtained by the students in the four variables (gender and type specific) and
- iii) To develop two multiple regression equations, (one for the normal student and the other for the handicapped one) of social adjustments on intelligence, self concept and non-verbal creativity.

**Methodology** :

Questionnaire Survey along with tests and non-verbal tools were employed to generate primary information for subsequently carrying out statistical operation.

**Findings** :

The major findings of the study are :

- i) No significant difference in intelligence level, self concept and non-verbal creativity was observed between the normal and handicapped groups.
- ii) In case of social adjustments, normal students were found to be superior to the handicapped ones.

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**Author** : Amalendu Ghosh  
**Year of completing the study** : 1992.  
**Institution** : Kalyani University, West Bengal,  
West Bengal,  
**Title of the study** : Study on Perceptual - Motor Ability and Intelligence of Eight to nine Year old Children in respect of their physical characteristics.

**Problem and Objective** :

Motor experience is the basic to the development of intellectual powers of children. The objective of the study was to compare PMA, intelligence and physical characteristics among boys and girls of 8 - 9 years of age and also to find the relationship, if any, among the variables.

**Methodology** :

33 children (17 boys and 16 girls) of 8 - 9 years were the subjects of the study. Heights and weights of the subjects were measured first. Ponderal index was determined by the height and weight data. Intelligence was measured by Kapat's intelligence test questionnaires and perceptual Motor ability was measured by 'Dayton Sensory Motor Awareness Survey Test'.

**Findings** :

The major findings of the study are :-

- 1) There were not much difference in height and body weight and also in Ponderal Index between the boys and the girls.
- 2) The Girls were slightly better in PMA tests than the boys but the difference was insignificant.
- 3) Gross intelligence score for the boys was better than that of the girls but the difference was not significant.
- 4) PMA and intelligence were positive and significantly related for the boys, but in case of the girls, low correlation was observed.
- 5) For both the groups, low correlation was observed between PMA and Ponderal Index.
- 6) Correlations between Intelligence and Ponderal Index were comparatively high (0.469 for girls and 0.295 for boys) but not significant.

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**Author** : Dyutima Tikadar  
**Year of Completing the study** : 1993  
**Institution** : Kalyani University, West Bengal.  
**Title of the study** : Study Motivation of Eighth Grade Children ; An Exploratory Study.

**Problem** : Creativity Among Blind

Study Motivation is generally believed to be very essential for academic success. The study intended to explore the factors that influence motivation.

**Objective** :

The main objectives of the study were :

- i) To examine whether there existed any gender difference in study motivation among the children studying in 'Eighth Grade'.
- ii) To explore if there were any influence of parents' occupations on study motivation of the said children
- iii) To explore if there were any influence of parents' educational levels on the said children's study motivation.
- iv) To examine the relationship between Eighth Grade children's study motivation and their academic achievements.
- v) To propose and standardize a suitable tool for the assessment of study motivation for the eighth grade children in Bengali medium schools.

**Methodology** :

Students of both sexes constituted the population of the sample. A stratified random sampling method was followed to collect samples.

Study motivation inventory was prepared and standardized by the researcher. Also past academic records of the students from the school along with information relating to parental educational levels and occupational status were collected. Finally, both descriptive and inferential statistical techniques were used to derive conclusions.

**Findings** :

The main findings of the study were :

- i) Academic achievements are positively related to study motivation.
- ii) The educational levels of parents also positively contribute towards developing learners' study motivation.
- iii) It was found that the high achievers differed significantly from the average and below average achievers in mean study motivation.

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## 6. Miscellaneous studies in Elementary Education.

**Author** : Rita Sinha Dasgupta.  
**Year of Completing the study** : 1993.  
**Institution** : Calcutta University,  
 West Bengal.  
**Titles of the study** : Creativity Among Blind  
 Primary School Children  
**Abstract** :

The verbal creativity of a visually impaired child can be developed through Talking Books and Braille. His artistic creativity can be developed with the help of craft work like clay modelling, papermache, printing with stencils, sculpture making and carving with wax and soap. The approach of Torrance is one of process, rather than product. A. K. Sinha believes that glass, cotton, wool, sticks, stones etc. can give a three dimensional effect to the picture painted by creative artists. The author feels that instead of colours, materials like wood, steel, cardboard, sand paper, cotton, feather, wax, plastic etc. can be utilized for making patterns for visually impaired child. Patterns can be made with the help of shapes like triangles, squares, circles, cubes, cylinders etc. Art, therefore, enables the child to use his imagination.

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**Methodology** :

It is a critical study of Krishnamurti's views on education, which are analysed, explained and analysed.

**Findings** :

The main findings of the study are :-

- (i) Education needs a natural environment and happy freedom.
- (ii) Freedom should be the beginning and end of education.
- (iii) Education should take utmost care in awakening children's mind and senses rather than burdening them with books.

**Author** : Dr Sasadhar Purkait

**Year of the completion of the study** : 1992

**Institution** : Kalyani University, West Bengal.

**Title of the study** : Development of a Linear Learning  
 Programme on History for Primary Education  
 (Class III and Class IV)

**Abstract** :

The investigator in this present dissertation has made an attempt to prepare a linear programmed learning material on history for the primary level, keeping in mind the need and



## 6. Miscellaneous studies in Elementary Education.

**Author** : Dr. Subrata Roy  
**Year of completing the study** : 1992  
**Institution** : North Bengal University, West Bengal.  
**Title of the study** : A Study of J. Krishnamurti's  
Philosophy of Education

### **Problem**

The study addressed the following problems in the field of Education:

- i) What are the drawbacks of present day education ?
- ii) How to establish a humane communication between teachers and students ?
- iii) What is the philosophical essence of proper education ?

### **Objectives**

The main objectives of the study were :

- i) to give a philosophical treatment to Krishnamurti's Teachings of Education, particularly of children.
- ii) to establish the novelty and effectiveness of Krishnamurti's teachings.
- iii) to show that the philosophy of Krishnamurti's education has an edge over Sri Aurobindo and Rabindranath Tagore's educational philosophies.

### **Methodology**

It is a critical study of Krishnamurti's views on education based on textual exposition and analysis.

### **Findings**

The main findings of the study are :-

- i) education needs a natural environment and human touch;
- ii) freedom should be the beginning and end of education.
- iii) education should take utmost care in awakening children's mind and senses rather than burdening them with books.

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**Author** : Dr Sasadhar Purkait  
**Year of the completion of the study** : 1992  
**Institution** : Kalyani University, West Bengal.  
**Title of the study** : Development of a Linear Learning  
Programme on History For Primary Education  
(Class III and Class IV)

### **Abstract**

The investigator in this present dissertation has made an attempt to prepare a linear programmed learning material on history for the primary level, keeping in mind the need and



usefulness of these materials in present day teaching - learning situations. The theory and principles of programmed learning have been adequately dealt with. Discussions here included the concept of teaching, steps to make the learning proper and adequate till it reaches mastery level. The instructional and behavioural views of programmed learning have also been properly explained, proper attention has been given to discuss at length the methodology of development of programmed instruction as a method of teaching, its types, design of linear programmed instructional materials, subject matter analysis and specification of instructional objectives and above all, method of try-out and validation of programmed materials. Theoretical and conceptual discussions are followed by testing of the effectiveness of the linear learning programme on history for primary level.

\*\*\*\*\*

**Author** : Dr. Rita Bhowmick  
**Year of completing the study** : 1994  
**Institution** : University of North Bengal,  
 West Bengal.  
**Title of the study** : Administration of Schools-  
 Study of Two Districts in West Bengal.  
**Problem** :

The study intended to explore the administrative, infra-structural, financial, managerial and other deficiencies of Government, Government sponsored and Government aided schools in the districts of Darjeeling and Jalpaiguri.

**Objectives** :

The major objectives of the study were :

- i) To study the organisational pattern and management practices and bring out differences among Government, Government sponsored and Government aided schools.
- ii) To take stock of the present state of physical resources available in sampled schools.
- iii) To examine the problem of income and expenditure and to comment upon the financial viabilities.
- iv) To study the existing practices of human resource management covering man-power planning, recruitment, compensation and development.
- v) To analyse opinions of sampled teachers about their levels of satisfaction as also their suggestions for betterment.
- vi) To find out the teacher-pupil ratio.

**Methodology** :

Among the total Secondary, Higher secondary and Junior schools in the two districts 20 schools were selected at random to canvas questionnaires among 100 teachers and 25 education administrators.

**Major findings** :

The major findings of the study are :



- i) Management pattern in different categories of schools is not uniform.
- ii) Most of the schools suffered from heavy financial crunch to improve upon their state of poor physical facilities or to take up any development expenditure.
- iii) Generally the performances of the teachers are not appraised and there exists no scope of promotion for the teachers. The teachers are unhappy about their pension packages and other benefits. Teachers are also unhappy about political interferences in school affairs.
- iv) No proper assessment is made towards requirement of number of teachers in any school. However, the teacher-pupil ratio has been observed to be generally unfavourable.

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**Author** : Surya Shankar Roy et al.  
**Year of completing the study** : 1994  
**Institution** : Indian Statistical Institute, Calcutta, West Bengal  
**Title of the study** : Interference of L-1 (Bangla) in the Learning of L-2 (English).  
**Problem** : Abhijit Guha

Since the genesis of two languages viz. Bangla and English are different technically-grammatically and on many other counts and because English is very important in the Indian context, the study was designed to understand whether Bangla interfere with the learning of English.

**Objective** : An Enquiry into the Condition of

The basic objectives of the study were to :

- i) locate the areas of supposed mismatch between Bangla and English and ii) to find out the nature of actual classroom transaction.

**Methodology** :

To begin with questionnaire were prepared on the basis of a few hypotheses built upon the basis of certain differences and similarities. In the next step, responses of 500 students from industrial areas of Calcutta and Howrah were obtained. The schools selected used Bangla as medium of instruction; where students have generally very little exposure to English language. The students had been selected on the supposition that in learning English the mother tongue interferences will be more pronounced in their cases. A psychometric model was ultimately employed to arrive at conclusions.

**Findings** : infrastructural conditions of Pre-Primary Teacher Training Institute

The major findings of the study are :

1. From the results obtained, it is certain that where the idiomatic use of English is demanded, the difficulty level is the highest. This only confirms the fact that idiomatic usages are culture-specific and greater attention should be paid to them when pursuing the syllabus.
2. Question structures (Why and yes-no), passivizations, word-order, tense and selectional restrictions- these components have presented moderate difficulty. One reason could be the mismatch between L1 and L2. Here the interference of L1 is obvious and hardly needs explanation.



3. Simple tenses and affixions have proved easy items for examinees. The possible reasons are (a) these tense are without any riders attached. In other words they are not determined by auxillary markers. But, in cases where such markers are demanded, the problem of tense has proved difficult. (b) in the case of affixations, the uniqueness of words must have determined correct responses. Conjecture and guessing could have also played a part, e.g. good - better, not "gooder", man -men. not "mans", send - sent, not "sended". But in the case "acquire" wrong responses is common. This is obviously because of the lack of familiarity with the word and distractors.
4. It may further be noted that the multiplicity of components in an item is not the determining factor for a correct response. This is perhaps because of our gestaltic way of learning a language.
5. Moreover, it is observable that items on affixations have proved easy. This is perhaps because greater emphasis is put on learning words rather than on learning sentence structures.

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**Author** : Abhijit Guha

**Year of Completing the study** : 1993

**Institution** : University of Kalyani,  
West Bengal.

**Title of the study** : An Enquiry into the Conditions of  
Pre-primary Teachers  
Training in West Bengal.

**Problem** :

The study intended to investigate the state of Pre-primary Teacher's Training in West Bengal.

**Objectives** :

The objectives of the study were :

- i) To study the nature of agencies importing Pre-primary Teachers Training.
- ii) To study the aims and objectives of Pre-Primary Teachers Training.
- iii) To study the curriculum and syllabus of the Pre-Primary Teachers Training.
- iv) To study the curricular and co-curricular activities of Pre-Primary Teachers Training.
- v) To investigate the infrastructural conditions of Pre-Primary Teachers Training Institutions.
- vi) To study the status of teacher-educators of Pre-Primary Teachers Training Programme.
- vii) To suggest necessary recommendations for improvement of the Training Programme.

**Findings** :

The lower case pre-primary education is the feeder and support programme of primary education. It has importance in the child's physical and intellectual development which lead to harmonious development of personality.

In this level of education, the act of teaching is not merely imparting knowledge of



subjects but it is the way in which the teacher activates the child into play and natural activities which develop in the child a sense of his power.

To maintain this idea, a teacher must be trained and educated in such a way so that the teacher can become competent and skilful enough to discharge his duty purposefully.

So far as the training of teachers at pre-primary level is concerned, the Govt. of West Bengal is fully indifferent like pre-primary education of child. Both pre-primary education of child and pre-primary teachers' training have now become commercial enterprise of private sector.

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**Author** : Poromesh Acharya.  
**Year of completing the study** : 1994  
**Institution** : Siksha Bhawan, Calcutta-39.  
**Title of the study** : Educating West Bengal, Problem of Paticipatory Management

#### **Objectives**

The study aimed at examining the present status for identifying the future guideline of effective management and administration of school education, particularly, elementary education, at school, district and different intermediary levels. It was hoped that the study would probe the problems of structural decentralisation and participatory process of school administration and management, in the context of Panchayati raj, with particular reference to the problems of universalisation of elementary education. The study was designed as to be both explorative and analytical. An attempt has been made to identify the limits of the present system so as to indicate the guideline for future planning.

Some of the areas which have been examined are (1) Learning outcome and its relation to educational infrastructures available, management inputs and family backgrounds of the students. (2) Opinions and attitudes of parents, guardians, members of school committee, panchayats educational and administrative officials. It has been tried to make a comprehensive study of different aspects of school administration and at different levels.

#### **Methodology**

For field study three districts from different parts of West Bengal had been selected (1) Maldah from North Bengal (2) Medinipur from South West Bengal and (3) Hooghly from South Bengal. In each district, two Gram Panchayats from two different Blocks, one comparatively advanced in terms of education and economy, were selected for studying the schools under those Gram Panchayats. In all six Gram Panchayats in six diffeent Blocks have been studied. In all 74 schools situated in the selected Gram Panchayats areas have been studied in terms of their performance and management inputs. At the gram panchayat level five sets of schedules have been canvassed for collecting School information and opinions and attitudes of teachers, guardians, school committees and panchayat members. In the same way, other six sets of schedules had been prepared for collecting information at the district level from administrative officials like District Magistrates and Block Development Officers, School Inspectors, District Primary School Council Members, and Zilla Parishad and Panchayat



Samity members. Like the School Information Bank, (SIB), a District Information Bank had also been prepared and canvassed.

Besides, questions for evaluating the learning outcome of students studying in class IV, V, and VIII had been prepared by subject teachers and modified by the School Inspectors. For classes IV and V students, six sets of questions for each class, and three each in Bengali and Arithmetic, had been prepared by twelve teachers of different primary schools. Nine sets of questions, three each in Bengali, Arithmetic and English, for class VIII students, were prepared by nine teachers from different schools. The entire study had been conducted keeping in view the problems of decentralised system and participatory process of Educational Management, particularly, in the context of 73rd amendment of the constitution, which intended to make the District Panchayat third layer of Government.

### Major Findings :

It may be revealing look at the reasons why and how some schools performed better and others did not. It may be noted that only 5 primary schools out of a total of 64 schools could be identified as to be better school, according to the criteria of 40%. Students scoring 50% marks in all subjects. Three of these schools are in the "A" gram panchayat of Medinipur and one each in the two gram panchayats of Hooghly. No school, according to the above criterion, could be identified to be better school in Maldah. It may also be noted that Maldah is one of the most backward district in West Bengal particularly in terms of urbanisation and literacy.

It is quite apparent that economic prosperity is a contributing factor influencing the performances of schools of the area. However educational level and community composition of an area may also have either positive or negative influence on the performances of schools in certain area. This is because the concern felt by the guardians regarding the education of their children in the most important factor towards shaping the education system of the area. It may be noted in this connection that there is little difference between better schools and others, between different Gram Panchayat or Districts, in terms of infrastructural amenities like, average number of class rooms, number of teachers, percentages of trained teachers, proportion of men and women teachers or teacher-pupil ratio etc. It may even be interesting to note that only two of the five better schools have play grounds and urinals. In all the 5 schools guardian meetings are held during the academic session which shows that guardians of these schools felt really concerned about the education of their children.

The overall picture as above, shows that infrastructural amenities may be necessary but the crucial factor is the concern of the guardians towards the education of their children and of course the competency of teachers. It is the human factor which ultimately predominates. However, the motivation of the guardians may be to a large extent, dependent on the economic condition. The guardians belonging to higher income group are likely to be concerned about the education of their children. On the other hand, labouring people may not feel as motivated because it is difficult to relate education with their immediate profession.

An efficient, decentralised and participatory process of management depend much on how the participants look at the problem. The preceptions and opinions of people from different walks of life in this regard, may lead us to understand the core of the problem better. This part of the study states the factual position and further probing of opinion of participants may provide the real insight in the problematics of human intervention.

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## Appendix - A

**The list of Institutions/Departments explored by the Research Associates in connection with the present project**

### **1. Universities and Post-Graduate Departments explored :**

- 1.1 Jadavpur University,  
Jadavpur, Calcutta - 32
  - 1.1.1 Dept. of History.
  - 1.1.2 Dept. of Economics.
- 1.2 Vidyasagar University  
Midnapore - 721102.
  - 1.2.1 Dept. of History.
  - 1.2.2 Dept. of Economics.
- 1.3 North Bengal University  
Siliguri, Darjeeling.
  - 1.3.1 Dept. of Sociology and Social Anthropology.
  - 1.3.2 Dept. of History.
  - 1.3.3 Dept. of Economics.
  - 1.3.4 Dept. of Philosophy.
  - 1.3.5 Dept. of Political Science.
  - 1.3.6 Center for Himalayan Studies.
  - 1.3.7 Centre for Adult Education.
- 1.4 University of Calcutta  
Rajabazar Science College Campus
  - 1.4.1 Dept. of Psychology.
  - 1.4.2 Dept. of Applied Psychology.  
Ballygunge Science College Campus
  - 1.4.3 Dept. of Anthropology.  
Hazra Campus
  - 1.4.4 Dept. of History.  
Alipur Campus
  - 1.4.5 Dept. of Sociology.
  - 1.4.6 Dept. of Political Science
  - 1.4.7 Dept. of Education.  
Centenary Building
  - 1.4.8 Dept. of Museology.
- 1.5 Rabindra Bharati University
  - 1.5.1 Dept. of History.
  - 1.5.2 Dept. of Political Science.



- 1.5.3 Dept. of Economics.
- 1.5.4 Dept. of Education.
- 1.5.5 Dept. of History of Art.
- 1.6 Visva-Bharati University.
- 1.7 Kalyani University.
- 1.8 Burdwan University.
- 2. Research Institutions explored :**
  - 2.1 Indian Institute of Technology Kharagpur.
    - 2.1.1 Center for Continuing Education.
  - 2.2 Indian Statistical Institute. Calcutta.
    - 2.2.1 Sociological Research Unit.
    - 2.2.2 Population Studies Unit.
    - 2.2.3 Linguistic Research Unit.
    - 2.2.4 Psychometry Unit.
    - 2.2.5 Economic Research Unit.
  - 2.3 Center for Studies in Social Sciences, Calcutta. Jadunath Sarkar Bhavan, Lake Terrace, Calcutta.
  - 2.4 Indian Institute of Management Joka, Calcutta.
- 3. Central Libraries of the Universities/ Institutions explored.**
  - 3.1 Jadavpur University
  - 3.2 Calcutta University
  - 3.3 Indian Statistical Institute, Calcutta.
  - 3.4 Rabindra Bharati University.
  - 3.5 Kalyani University Central Library.
- 4. B.Ed./ P.G.B.T. Colleges, Dept of Education explored.**
  - 4.1 Sevayatan B.T. College. P.O. Sevayatan, Dist. Midnapore.
  - 4.2 Vidyasagar Teachers' Training College P.O. and Dist. Midnapore.
  - 4.3 B.Ed Department Panskura Banamali College P.O. Panskura, Dist. Midnapore.
  - 4.4 B.Ed. Department Contai P. K. College. P.O. Contai, Dist. Midnapore.



- 4.5 B.Ed. Department  
Tamralipta Mahavidyalaya  
P.O. Tamluk, Dist. Midnapore.
- 4.6 Yogada Satsanga Palpara Mahavidyalaya  
P.O. Palpara, Dist. Midnapore.
- 4.7 R. K. Siksha Mandira  
P.O. Belurmata, Dist. Howrah.
- 4.8 B.Ed. Department  
Uluberia College  
P.O. Uluberia, Dist. Howrah.
- 4.9 B.Ed Department  
Bijoy Krishna Girls' College  
5/3, Mahatma Gandhi Road,  
Dist. Howrah.
- 4.10 David Hare Training College  
25/3, Ballygunge Circular Road.  
Calcutta - 19.
- 4.11 Institute of Education for Women  
20B, Judges Court Road.  
Hastings House, Alipore.  
Calcutta - 700 027.
- 4.12 Teachers' Training Dept.  
Calcutta University  
U.C. A.C./ Alipore Campus  
1, Reformatory Street, Calcutta -27.
- 4.13 Jadavpur Vidyapith College of Education  
Jadavpur University, Calcutta - 700 032.
- 4.14 All Bengal Teachers Training College  
P-14, Ganesh Ch. Avenue, Calcutta - 700 013.
- 4.15 Calcutta Girls' B.T. College.  
6/1, Swinhoe Street, Calcutta - 700 019.
- 4.16 B.Ed. Department  
St. Xavier's College  
30, Park Street, Calcutta -16.
- 4.17 B.Ed Department  
Scottish Church College.  
1 and 3 Urchuhart Square, Calcutta - 700 006.
- 4.18 B.Ed Department  
Sree Sikshayatan College.  
11, Lord Sinha Road, Calcutta - 700 016.
- 4.19 B.Ed. Department  
Acharya J.C. Bose Road, Calcutta - 700 020.
- 4.20 B.Ed. Department  
Loreto College  
7, Middleton Row, Calcutta - 700 071.



- 4.21 B.Ed. Department  
Rabindra Bharati University  
E.B. Campus,  
56A, B.T. Road, Calcutta - 50.
- 4.22 B.Ed. Department  
Kalyani University.  
P.O. Kalyani, Dist. Nadia.
- 4.23 Shimurali Sachinanda College of Education  
P.O. Shimurali, Dist. Nadia.
- 4.24 Ramkrishna Mission Boys' Home  
Brahmananda Post Graduate Basic  
Training College.  
P.O. Rahara, Dist. North 24-Parganas.
- 4.25 Gopal Ch. Memorial College of Education  
P.O. New Barrackpore, Dist. North 24-Parganas.
- 4.26 Gandhi Centenary B.T. College.  
P.O. Habra, Dist. Uttar Dinajpur.  
Dist. North 24 Parganas.
- 4.27 Nandalal Ghosh B.T. College.  
P.O. Madral, Dist. North 24-Parganas.
- 4.28 B.Ed. Department  
Gobordanga Hindu College  
P.O. Gobordanga, Dist. North 24-Parganas.
- 4.29 Govt. of College of Education, Banipur  
P.O. Banipur, Dist. North 24-Parganas.
- 4.30 B.Ed. Department  
Fakirchand College  
P.O. Diamond Harbour, Dist. South 24-Parganas.
- 4.31 Government Training College  
P.O. Hooghly, Dist. Hooghly.
- 4.32 Institution of Education for Women  
P.O. Chandannagar, Dist. Hooghly.
- 4.33 R. K. Saradapith B.Ed. College.  
P.O. Anur, Dist. Hooghly.
- 4.34 University Institute of Science Education.  
University of Burdwan  
P.O. Burdwan, Dist. Burdwan.
- 4.35 B.Ed. Department  
Kalna College  
P.O. Kalna, Dist. Burdwan.
- 4.36 B.Ed. Department  
Katwa College  
P.O. Katwa, Dist. Burdwan.
- 4.37 Govt. College of Education, Burdwan.  
Ramkrishna Road, P.O. Burdwan, Dist. Burdwan.



- 4.38 Binoy Bhavan,  
Visva Bharati University  
Santiniketan, Dist. Birbhum.
- 4.39 Union Christian Training College  
P.O. Berhampore, Dist. Murshidabad.
- 4.40 Nikhil Banga Sikshan Mahavidyalaya  
P.O. Bishnupore, Dist. Bankura.
- 4.41 Sponsored Teachers' Training College  
P.O. Purulia, Dist. Purulia.
- 4.42 University B.T. College  
North Bengal University  
P.O. Cooch Behar  
Dist. Cooch Behar.
- 4.43 Government Teachers' Training College.  
P.O. Malda, Dist. Malda.
- 4.44 Rayganj B.Ed. College  
Karnojora Housing Estate  
P.O. Rayganj, Dist. Uttar Dinajpur.
- 4.45 Sree Ramkrishna B.T. College  
Bagmari House,  
P.O. Darjeeling, Dist. Darjeeling.
- 4.46 Siliguri B.Ed. College  
P.O. Kadamtala, Siliguri, Dist. Darjeeling.
- 4.47 A.C. Training College  
P.O. Jalpaiguri, Dist. Jalpaiguri.

**5. Offices of the Non-Government Organizations explored.**

- 5.1 Bikash Bharati Welfare Society  
Lalbazar, Calcutta.
- 2.5 North Bengal Institute for Handicapped  
Siliguri, North Bengal.
- 5.3 Probuddha Bharati Shishu Tirtha,  
Inda, Kharagpur, Midnapur.
- 5.4 Bikramashila  
Chetla, Calcutta.
- 5.5 Institute of Psychology and Educational Research  
Circus Avenue, Calcutta.
- 5.6 All Bengal Social Service League  
Rajabazar, Calcutta.

Signature of the Research Associate

Signature \*\*\*\*\*

Date :

Note : Department of Psychology, Sociology, Economics, History, Education, Management, Statistics, and the colleges of Education, Social science research institutions, etc. Or to the



## Appendix - 'B'

A Copy of the structured questionnaire used for the project

### DEVELOPING STATUS CUM TREND REPORT ON RESEARCH IN ELEMENTARY EDUCATION IN WEST BENGAL DURING THE PERIOD 1992-1997.

**A Project undertaken by Dr. Madhusudan Chatterjee, Director, State Council of Educational Research And Training, West Bengal, Govt. of West Bengal, 25/3, Ballygunge Circular Road, Calcutta-700019 and Financed by Educational Consultants India Ltd., C-24, Friends Colony, Mathura Road, New Delhi-110065.**

1. Name of the Teacher/Researcher :
2. Name of the University/ :  
Research Institute / College/  
N. G. O.
3. Office Address :
4. Name of the Department/  
Section/Cell/etc.
5. Subject/Discipline of the  
Teacher/Researcher
6. Number of Research Project in  
Elementary Education conducted/  
Undertaken/supervised during  
the period 1992-1997.
7. Number of other Research  
Project conducted/ undertaken/  
Supervised during the period 1992-97
8. Particulars of the Research Project in Elementary Education undertaken/ conducted/supervised during  
the period 1992-1997 (use extra sheet, if required)

Sl. No.	Title of the Research Project	Purpose	Funding Agency	Remarks
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Signature of the Research Associate

Signature of the Teacher/Researcher

Date :

**Note :** Department of Psychology, Sociology, Economics, History, Education, Management of the universities, and the colleges of Education, Social science research institutes, N. G. Os to be covered.



## Appendix C

List of the Researchers and their dissertations/studies on elementary education not included in the main body of the report

Author's name/ Supervisor's name	Institution	Title of the work	Remarks
1. Dipesh Chandra Nath	Calcutta University Dept. of Applied Psychology	A Study on the Acquired Competencies of Primary School Leaving Children in Regard To Their Non-Scholastic Abilities	Ph.D. dissertation 1993
2. Manishankar Roy	Kalyani University-Dept. of Education	A Cross Sectional study on development of some concepts of children at pre-operational stage.	M. Phil. Dissertation 1992.
3. Dr. Atul Bhowmick	Calcutta University Dept of Museology.	Museum Educational and Reseational Programme for the Indian Children of Pre-school and Primary Stages.	Ph.D. work,
4. Gopal Chakraborty	Calcutta University	Effect of Pronounciation and meaningfulness on immediate memory.	M. A. Dissertation 1992
5. Sweta Som	Visva-Bharati University Dept of Education	Educational problem of SC, ST students-a theoretical approach	M. A. Dissertation 1994
6. Paramita Banerjee	Calcutta University Dept. of Education	Acorrelational study of motivation, Mental-health and Academic Achievement of the school going students.	M. Phil. Dissertation 1995
7. Sulekha Saha	Visva-Bharati University Dept. of Education	The problem of Education among the children of a village in Cooch-Bihar.	M. A. Dissertation 1994
8. Rafikul Mandal	Kalyani University Dept. of Education	Development of an Intelligence Test for blind children	M. A. Dissertation 1994



9. Mahua Roy.	Kalyani University Dept. of Economics.	Discrimination in education between the sexes and factors determining it (Primary School Level)	M. A. Dissertation 1995
10. Chandana Kundu	Kalyani University Dept. Of Education	Impact of Parentel Education and Socio-Economic Factors On the number and schooling of children : an exploratory study	M. A. Dissertation 1993
11. Somendra Nath Dutta	Visva-Bharati-Vinaya Bhavan- Dept. of Education	An evaluation on the mathematics text book introduced in class IV in the primary school, West Bengal	M. A. Dissertation 1992
12. Sanchita Dutta	Kalyani University Dept. of Education	Formation of some concepts in children of pre-operational stage-an exploratory study.	M. A. Dissertation 1993-94
13. Khagendra Nath Roy	„	To investigate into the causes of drop-out (wastage) in rural and urban primary (I-V) schools of south 24-Parganas.	M. A. Dissertation 1992
14. Sukla Chakraborty	„	Study habits of eighth grade boys and girls in relation to their perception of parental encouragement and attitude to home task.	M. A. Dissertation 1993
15. Abhijit Kumar Pal	Kalyani University Dept. of Education	An enquiry into the causes of drop-out (wastage) in rural and urban primary schools in the district of Hooghly.	M. A. Dissertation 1994
16. Surita Shom	Visva-Bharati University Dept. of Education	Educational problem of Scheduled caste and Scheduled tribe students - a theoretical study.	M. Ed. Dissertation 1994-95
17. Shyamal Mitra	„ Dept. of Education	Paschimbange Prachalita Prathamik Pathakram NCERT Rachita Prathamik Sikshar Pathakramer	M. A. Dissertation 1995-96



		Maddhye Tulanamulak Alochana (in Bengali) [A comparative study of the primary level syllabus implemented in West Bengal and the syllabus prepared by NCERT]	
18. Adhir Kumar Ghosh	Visva-Bharati University Dept. of Education	Uddeshyer Pariprekshitey Pachimbanger Prathamik Shikhak-Sikhan Karmasuchi Samikha (in Bengali) [A survey of primary teachers' training in W. B. in the background of its objectives]	M.Ed. Dissertation 1995-96
19. Soma Pal	„	'Abadh Uttaran Niti' Chalu Karar Agey Ebong Pare Prathamik Siksha Tapsili Jati O Upajati Meyeder Agragatir Harer Samiksha (in Bengali) [A survey on the Scheduled caste and Schedule tribes' women progress in primary education before and after the introduction of enmass promotion]	M. Ed Dissertation 1992
23. Sikha Das	Bardwan University Dept. of Sociology		
24. Swapan Saha	Visva-Bharati University Dept. of Education		
20. Chandrani Mukherjee	„	Prathamik Parjaye Ingraji maddhyam O Bangla maddyam Sikshaprapta Siksharthider Bangla madhyamer Madhyamik Sikshakrame Pathyabishya gata agragatir tulana mulak Paryalochana (in Bengali) [A Comparative study on the secondary level of Bengali medium student trained respectively in Bengali and English medium at Primary Level.	M. Ed Dissertation 1992
21. Nishith Ranjan Sarkar	Visva Bharati University Dept. of Education	Prathamik Sikshastarey Prakriti Bigyan Pathakramer Nirikhe Prathamik sikshak sikshan pathakrame antar- bhukta prakiti bigyan pathyasuchir Paryaptata	M. Ed Dissertation 1994



		bishleshan (in Bengali) [An analysis of the natural science curriculum incorporated in the syllabus of primary teachers' training in view of the natural science syllabus made in primary level education]	
22. Ramkrishna Mondal	„	Unabingsha Satabdir Maddhyabag theke Bingsha Satabdir Suchana Paryanta Bharater Prathamik Sikhsar Paryalochana (in Bengali) [ A review of primary education in India from the middle of 19th century to the beginning of 20th century]	M. Ed Dissertation 1994-95
27. Manas Ranjan Banerjee	„		M. A. Dissertation
28. Bhaswati 23. Sikha Das	Kalyani Burdwan University Dept. of Sociology	Prathabahirbhuta Siksha (in Bengali) [ Informal Education]	M. A. Dissertation 1992
24. Swapan Saha.	Visva-Bharati University Dept. of Education	Visva-Bharati Ebong Paschim- Banga Prathamik Siksha Samsad Parichalita Vidyalaya Samuher Tritiya O Chaturtha Shrenir Chhatra-Chhatrider Bangla Bhasha Sikshar Dakshatar Tulanamulak Anusandhan (in Bengali) [A Comparative study on the efficiency of learning Bengali language by the students of class III and IV studying in the school under the administration of Visva-Bharati and West Bengal Primary School Council respectively	M. Ed Dissertation 1992
25. Snigdha Goswami	Visva-Bharati University Dept. of	Chaturtha Shrenir Sikhoarthider Prakita Sabdabhandar O Tader Nikat Sanchita Sabda-	M. Ed Dissertation 1992



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		bhandarer Madhyey Parthakkayer Bhasagata Bichar (in Bengali) [Linguistic analysis of the real Vocabulary and acquired vocabulary of the student of Class IV]	
26. Pulak Roy	„	Rabindrasahityey Barnita Sishur Manastatwik Bishleshan (in Bengali) [Psychological analysis of the children described in Rabindra literature]	M.Ed Dissertation 1994-95
27. Manas Ranjan Banerjee	„	A Comparative study on systems of primary Education in India and Japan.	M. A. Dissertation
28. Bhaswati Bhattacharya	Kalyani University Dept of Education	A study of scholastic performance of primary school students in a refugee inhabited area of Baranagar	M. A. Dissertation 1992

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